



Grades 3-5

# Building a Better Word!

Use your spelling skills to quickly create words and and score points.

How many words can you create?

Beginner	Intermediate	Expert
<ol style="list-style-type: none"> <li>1.Open the Word Warp app.</li> <li>2.Click the <b>i button</b> in the upper right hand corner of the game.</li> <li>3.Change the time to <b>Untimed Game</b> and click on Done.</li> <li>4.Click the <b>Start</b> button to start a new game.</li> <li>5.Arrange the letters to create different words.</li> <li>6.Use a dictionary or a dictionary app if you need help.</li> <li>7.Create as many words as you can. You can go onto the next level when you have completed a 6 letter word. Click <b>End</b> to go to the next level.</li> </ol> <p><b>To Complete the Beginner Level</b> You must score at least 200 points.</p>	<ol style="list-style-type: none"> <li>1.Open the Word Warp app.</li> <li>2.Click the <b>i button</b> in the upper right hand corner of the game.</li> <li>3.Change the time to <b>Untimed Game</b> and click on Done.</li> <li>4.Play the game.</li> <li>5.Use a dictionary or a dictionary app if you need help.</li> </ol> <p><b>To Complete the Intermediate Level</b> You must score at least 400 points.</p>	<ol style="list-style-type: none"> <li>1.Open the Word Warp app.</li> <li>2.Click the <b>i button</b> in the upper right hand corner of the game.</li> <li>3.Change the time to <b>Untimed Game</b> and click on Done.</li> <li>4.Play the game.</li> <li>5.Use a dictionary or a dictionary app if you need help</li> </ol> <p><b>To Complete the Advanced Level</b> You must score at least 600 points.</p> <p>Keep a record of your high score and challenge yourself to beat it</p>

# Addressed TEKS

## Grade 3

- (24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to
  - (A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;
  - (B) spell words with more advanced orthographic patterns and rules:
    - (i) consonant doubling when adding an ending;
    - (ii) dropping final "e" when endings are added (e.g., -ing, -ed);
    - (iii) changing y to i before adding an ending;
    - (iv) double consonants in middle of words;
    - (v) complex consonants (e.g., scr-, -dge, -tch); and
    - (vi) abstract vowels (e.g., ou as in could, touch, through, bought);
  - (C) spell high-frequency and compound words from a commonly used list;
  - (D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);
  - (E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);
- (21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
  - (B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings

## Grade 4

- (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
  - (A) spell words with more advanced orthographic patterns and rules:
    - (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);
    - (ii) irregular plurals (e.g., man/men, foot/feet, child/children);
    - (iii) double consonants in middle of words;
    - (iv) other ways to spell sh (e.g., -sion, -tion, -cian); and
    - (v) silent letters (e.g., knee, wring);
  - (B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);
  - (C) spell commonly used homophones (e.g., there, they're, their; two, too, to)

## Grade 5

- (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
  - (A) spell words with more advanced orthographic patterns and rules:
    - (i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician);
    - (ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and
    - (iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);
  - (B) spell words with:
    - (i) Greek Roots (e.g., tele, photo, graph, meter);
    - (ii) Latin Roots (e.g., spec, scribe, rupt, port, ject, dict);
    - (iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and
    - (iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence);
  - (C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);
  - (D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings